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EDGC 6950

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University of New Orleans

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EDGC 6950: ADVANCED ETHICAL, LEGAL, & PROFESSIONAL ISSUES IN COUNSELOR EDUCATION

Fall 2015

**University of New Orleans
Counselor Education Program
Dept. of Educational Leadership, Counseling, & Foundations**

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**Office Hours: Mondays 3:00 -- 4:00pm
Tuesdays 4:00 -- 7:00pm
Wednesdays and Thursdays by appt.**

Catalog Description: Advanced study of ethical, legal, and professional issues in counseling practice, counselor education, and counselor supervision.

Prerequisites: Enrollment in doctoral program in counselor education.

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school and community settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of counselor candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.
- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.
- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.

Recommended Readings:

Casto, C., Caldwell, C., & Salazar, C.F. (2005). Creating mentoring relationships between female faculty and students in counselor education: Guidelines for potential mentees and mentors. *Journal of Counseling & Development*, 83, 331-336.

Dufrene, R., & Henderson, K. L. (2009). A framework for remediation plans for counseling trainees. In G. R. Walz, S. C. Bleuer, & R. K. Yep (Eds.), *Compelling counseling images: The best of VISTAS 2009* (pp. 149-159). Alexandria, VA: American Counseling Association.

Herlihy, B., & Dufrene, R. (2011). Current and emerging ethical issues in counseling: A Delphi study of expert opinion. *Counseling and Values, 56*, 10-24.

Herlihy, B., Hermann, M.A., & Greden, H. (In press.) Legal implications of using religious beliefs as the basis for refusing to counsel certain clients. *Journal of Counseling and Development*.

Hermann, M.A., & Herlihy, B. (2006). Legal and ethical implications of refusing to counsel homosexual clients. *Journal of Counseling & Development, 84*, 414-418.

Hill, N. R., Leinbaugh, T., Bradley, C., & Hazler, R. (2005). Female counselor educators: Encouraging and discouraging factors in academia. *Journal of Counseling & Development, 83*, 374-380.

McAdams, C.R., & Foster, V.A. (2007). A guide to just and fair remediation of counseling students with professional performance deficiencies. *Counselor Education & Supervision, 47*, 2-13.

McAdams, C.R., Foster, V.A., & Ward, T.J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision, 46*, 212-229.

Wester, K. L. (2011). Publishing ethical research: A step-by-step overview. *Journal of Counseling & Development, 89*, 301307.

Goals: The primary goal of this course is to facilitate in-depth exploration and understanding of ethical, legal, and professional issues in counselor education and supervision. This course will examine current ethical issues, including professional guidelines, codes, and standards; legal considerations in counselor education, including recent court cases and statutory laws; and current and emergent professional issues in counseling, counselor education, and clinical supervision.

Methods of Instruction: Learning modalities will include lecture and discussion, case study analyses, role-play exercises, small group activities, and student presentations including giving and receiving of feedback. In addition, each student will gain experience with preparing and teaching a class module on a selected ethical/legal issue.

Technology: Students will be expected to use the World Wide Web to research legal cases and professional literature. Students also will be expected to utilize various media in their class presentations (including but not limited to video clips found on the Internet, Power-Point presentation options, instructional DVDs).

Objectives: At the conclusion of the course, students should be able to:

- (1) Identify and describe current ethical, legal, and professional issues in counseling, counselor education, and clinical supervision; [CACREP Doctoral II.C.7, IV.C.3.]
- (2) Apply knowledge of ethical, legal, and professional issues to clinical, teaching, and supervision contexts; [CACREP Doctoral II.C.7., IV.A.4.]

- (3) Understand the process of ethical decision making and its implications for clinical practice and counselor education; and [CACREP Doctoral II.C.7., IV.C.3]
- (4) Effectively facilitate learning of ethical, legal, and professional issues. [II.C.7., IV.C.3]

CACREP Standards Assessed: Doctoral standards:

Section II.C.7. Ethical and legal considerations in counselor education and supervision.

Section IV: A.4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

Section IV:C.3 Understands legal, ethical, and multicultural issues associated with counselor preparation training.

Evaluation and Assignments:

Attendance is expected at every class meeting. Please notify the instructor in advance if you must miss a class.

(1) RESEARCH/TEACHING COMPONENT

ANNOTATED BIBLIOGRAPHY/ANALYSIS OF THE LITERATURE

Each student will select a major ethical/legal issue and research it, identifying all recent relevant literature from 2008 through 2013. A written paper will contain two parts: an annotated bibliography of the literature found, and (2) an analysis of this body of literature focusing on how this new literature advances our understanding of the issue.

0 = did not address the criterion

1 = below expectations

2 = meets expectations

3 = exceeds expectations

Relevant literature relevant to the topic is identified and fully annotated	
Annotations for each article are thorough but concise	
Analysis demonstrates critical thinking	
Paper correctly uses APA style, is free from errors in grammar, spelling, punctuation, etc	

TEACHING COMPONENT

Each student will present to the class a learning experience designed to share what the student has learned about the selected research topic above. Students are urged to be creative in their approach to this assignment – this is an opportunity to try out new and unique teaching approaches. A wide range of lesson components are possible, including lecture, activity/exercise, video, role-play, group discussion, self-assessment, case study. The presentation should be approx. 45-60 minutes in length.

0 = did not address the criterion

- 1 = below expectations
- 2 = meets expectations
- 3 = exceeds expectations

Demonstrates thorough understanding of the topic	
Mode of delivery is appropriate to the material and stimulates class involvement	
Engages audience in critical thinking	
Uses multiple teaching strategies, incl. use of media in presentation	
Provides opportunities for learners to apply the material	

(2) PROFESSIONAL DEVELOPMENT/ADVOCACY COMPONENT

Students, working in small groups of 2-4 members, will select from the following:

Option 1:

Participate in the ACA Ethics Essay Contest.

- 0 = did not address the criteria
- 1 = below expectations
- 2 = meets expectations
- 3 = exceeds expectations

Essay addresses all ethical issues relevant to case presented	
Presentation is well organized with a logical flow of ideas	
Essay meets criteria listed on ACA website for essay submission	
Essay is well-written and free of errors in punctuation, grammar, and sentence structure	

Option 2: All Class Members

Create illustrative vignettes for the range of ethical issues presented in primary text.

- 0 = did not address the criteria
- 1 = below expectations
- 2 = meets expectations
- 3 = exceeds expectations

Vignettes are relevant to the standards cited	
Vignettes demonstrate understanding of the intent of the standards	
Vignettes are appropriate illustrations of ethical standards	
Vignettes are well-written and free of errors in punctuation, grammar, and sentence structure	

Option 3: Design and implement an advocacy project.

- 0 = did not address the criteria
- 1 = below expectations
- 2 = meets expectations

3 = exceeds expectations

Appropriate advocacy actions are identified	
Advocacy plan is developed cooperatively with master's students and leadership is provided	
Appropriate advocacy actions are initiated	
Vignettes are well-written and free of errors in punctuation, grammar, and sentence structure	

Option 4:

Research project on ethical decision-making models and practices.

0 = did not address the criterion

1 = below expectations

2 = meets expectations

3 = exceeds expectations

Ethical decision making models present in the literature are identified	
Common elements in various models are identified and organized	
Research instrument is developed that addresses questions to be researched	
Thorough research plan is proposed	

Accommodations: The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: (1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs, and (2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications to which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resources to verify eligibility and recommend appropriate accommodations.

To request academic accommodations due to a disability, please contact the ODS Office (x6222) or the Accommodative Testing and Adaptive Technology Center (x7284). As soon as possible to better ensure that such accommodations are implemented in a timely manner. If you need course adaptations or accommodations because of a disability, please see the Office of Disability Services in UC Room 260 or the Accommodative Testing and Adaptive Technology Center in LIB 120.

Academic Honesty: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but

is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty.

As professionals, only the highest level of academic honesty and professionalism are expected. This includes the requirement that you do your own work. The ideas you present in your work, written or otherwise, should be your own or should be cited according to the APA Publication Manual which serves as the sole reference book for citation requirements and style. Also, the conduct of research should follow the established ethical guidelines for research with human or animal subjects. Violations of that policy, that is, academic dishonesty, will not be tolerated and cases will be sent to the appropriate university officials for action. Such findings could result in your failing the assignment, failing the course, or being suspended from the university. See the UNO Judicial Code at http://www.studentaffairs.no.edu/studentpolicies/policymanual/judicial_code.

Use of Electronic Devices (*includes Texting*). Please be respectful to your peers and the class learning environment by turning off all cell phones, pagers, and other communication devices before class begins and keep them off during class. Texting or receiving/making phone calls during class is not acceptable. If you are expecting an emergency-related phone call, please inform the instructor before class.

COURSE OUTLINE

DATE	TOPIC	READINGS
Aug. 24	Orientation to the course	
Aug. 31	Topic Selection & Group(s)/Project(s) Orientation	
Sept. 7	LABOR DAY HOLIDAY	
Sept. 14	Values-based referrals.	Ward v. Wilbanks(Internet) Keeton v. Anderson-Wiley Herlihy, Hermann, & Greden, 2014 Bruff v. N. Miss. Med. Center (Internet) Walden v. CDC (Internet) Hermann & Herlihy, 2006
Sept. 21	Globalization of counseling	
Sept. 28	LCA Conference	
Oct. 5	Teaching ethical reasoning & decision making	Dufrene & Henderson, 2009
Oct. 12	Social justice & advocacy	
Oct. 19	Gatekeeping & remediation	McAdams & Foster, 2007
2007	Angela-	_____McAdams, Foster, & Ward,
	Ethical conduct in research/publishing	Wester, 2007

Oct. 26	Relationships & boundaries in counselor ed.	Casto, Caldwell, & Salazar, 2005 Hill, et. Al., 2005
Nov. 2	Ethical Issues for End of Life Counseling	
Nov. 9	The technology explosion and social media	
Nov. 16	Controversies regarding program accreditation	
Nov. 23	Confidentiality & Minors	
Nov 30	Ethical conduct in research/publishing, Small group reports, Wrap Up	
	Wester, 2007	

CACREP STANDARDS RUBRIC

Course #: _____
Professor: _____

Student Name: _____
Semester/Year: _____

- 0 = Unacceptable: Student did not meet the standard.
1 = Below Expectations: Student performed below expectations on the standard.
2 = Acceptable: Student adequately met the standard.
3 = Target: Student performed above expectations on the standard.

Doctoral II.C.7. Student demonstrates understanding of ethical and legal considerations in counselor education and supervision. <u>Assessments: Research/Teaching component, Professional Development Component</u>	
Doctoral IV: A.4. Student understands legal, ethical, and multicultural issues associated with clinical supervision. <u>Assessments: Professional Development Component</u>	
Doctoral IV:C.3. Student understands legal, ethical, and multicultural issues associated with counselor preparation training. <u>Assessments: Research/Teaching component</u>	

